

American Educational Research Association  
Division A-Educational Administration

# NEWSLETTER

Spring 2002

James G. Cibulka, Secretary and Newsletter Editor  
University of Maryland, College Park

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*This newsletter and other AERA/Division A information are also available at the AERA website: [www.AERA.net](http://www.AERA.net). Contents of this newsletter were compiled by James Cibulka, Secretary of Division A-AERA. Announcements and newsworthy items for future issues may be sent for consideration to James Cibulka at College of Education, 3119 Benjamin Building, University of Maryland, College Park, MD 20742 or [jc282@umail.umd.edu](mailto:jc282@umail.umd.edu).*

## MESSAGE FROM YOUR SECRETARY

This issue includes another Invited Commentary on the ISLLC Standards, which offers a different perspective from that offered by Joseph Murphy in the Winter Issue of the Newsletter. If you would like to prepare a statement for the Newsletter on this issue or others of importance

to our profession, please contact me. Also, please forward announcements of committee work, activities, and forthcoming events. Contact me at [jc282@umail.umd.edu](mailto:jc282@umail.umd.edu).

**James Cibulka**

**Invited Commentary:  
Problematizing the ISLLC Standards and Exam**

**Gary L. Anderson, Ted Creighton, Michael Dantley,  
Fenwick English, Gail Furman, Peter Gronn, and Catherine Marshall.**

The Interstate School Leaders Licensure Consortium (ISLLC) has produced a set of National Standards that are being adopted by state departments across the country. A brief overview of the standards was presented in the previous Division A newsletter. Although not mentioned in this overview, there is a growing body of work that problematizes the ISLLC Standards and the new national exam designed to enforce them. Anderson (2001) has pointed out that the ISLLC Standards themselves are politically palatable in that they use all of the current sound bytes that reflect mainstream thinking in the field. They move instructional leadership to center stage, emphasize parent involvement, advocate the educability of all children, promote professional growth, and call for safer schools. Who can disagree with these? However, embedded in the language of the standards lurk the old assumptions of a conservative field that has historically been more heavily influenced by business (“...acts entrepreneurally to support continuous improvement,” “ownership,” “marketing strategies”), industrial psychology (“human resources management”), military science (“strategic planning”), and engineering (“alignment,” “operational procedures,” “core technology”), than by education itself.

Of more concern to some than the standards is the exam that ETS has produced to enforce the standards and which has also been adopted by several states. In many ways the idea of an examination contradicts one of the premises of the Consortium that designed the standards which claims that “effective leaders often espouse different patterns of beliefs and act differently from the norm in the profession” (Standards for School Leaders, 1997, p. 5). It is one thing to identify standards that represent the norm of the profession while encouraging discussion and debate and quite another to attempt to normalize all prospective leaders as the examination attempts to do.

Gronn (in press) refers to a standards and examination driven approach to leadership as “designer-leadership,” in which a logic of customization, more tightly-coupled systems and a reliance on entrepreneurship and market forces link nicely to neo-liberal ideology and what many call the “new managerialism” in education (e.g., significant downsizing of the public sector; the privatization of public instrumentatilities; the contracting out of service delivery; the introduction of outcomes-based performance targeting and appraisal.) Thus, local autonomy, site-based management and local market forces are promoted, while the system is “steered at a distance” through national standards, testing, and curricula. Gronn also views the standards as promoting a “hero paradigm” of educational leadership in which leadership is uni-directional; that is, “effective performance by individuals, groups, and organizations depends on leadership by an individual with the skills to find the right path and motivate others to take it.” (p 14)

English (2000) takes the ISSLC authors to task for using the Standards to create and enforce a Foucaultian “regime of truth” which, by becoming the only way to exercise leadership, represses other possibilities. He also criticizes the methods used to create and validate the standards, arguing that the use of professional consensus as a way to legitimate the standards is epistemologically flawed. According to English, the Standards lack empirical demonstration and verification and are thus a matter of faith, and “a national system of examination and licensure which measures faith is a chilling prospect.” (p. 166)

According to Dantley (in press) The ISLLC standards accept as a priori the fundamental assumptions and traditional parameters that have historically contoured American education and educational leadership. The standards are written in the verbiage of accountability, excellence, and reform which are coded signifiers for the conservative right’s agenda to promulgate a resuscitation of ossified social structures that do not fit contemporary perspectives of difference and diversity. They are an affront to African Americans as they lack the endorsement of any professional educational group of color. Further, the standards strongly promote notions of the common good and universal definitions of successful and productive schools, all of which are subject to critique and interrogation especially by those who have been traditionally marginalized through the enactment of such language.

In studying state “policy discourse” on standards for administrator preparation and licensure, Marshall (in Marshall and McCarthy, in press) shows that ISLLC is a weak tool for social justice. Focusing on the connections of licensure to equity, democratic practice, and social

justice, she interviewed key policy “insiders” who tended to define social justice in narrow terms. These policymakers believed that social justice concerns did not need to be taken up explicitly, but believed that the standards’ focus on quality and accountability will take care of multicultural, diversity, equity, and achievement gap issues.

According to Furman (2000) The ISSLLC standards appear to "privilege" the notion of community in schools-mentioning community no less than 33 times across the ISLLC document. Yet, a textual analysis of the standards shows that the ISLLC concept of community is simplistic, "truncated," and co-opted to serve various agenda in education such as greater social control and the instrumental purposes of increasing student achievement. Specifically, ISLLC neglects the psychological or affective dimension of community--how students *feel* in school; ISLLC reflects a narrow version of "learning community" in which the focus is limited to student performance.

Creighton (in press) wonders if the Standards aren't putting the cart before the horse. He argues that it is the quality of entering students that will drive the standards and accountability movement, and until we give serious attention to improving the quality of selection criteria, the standards movement has little chance to positively impact education. Creighton's study is based upon a recent large-scale investigation of existing selection criteria and procedures in university preparation programs for school administrators. The results are discouraging. Except for a few bright spots requiring rigorous and quality selection procedures, the majority of university preparation programs utilize criteria neither remarkable nor characterized by validity and reliability.

Several of these articles will appear in an upcoming special edition of The Journal of School Leadership, along with two that have not been summarized here (Bogotch, in press; Keeler, in press). Several symposia organized to respond to the Standards have been held at both AERA and UCEA producing earlier versions of the articles cited above and other papers by William Foster, Spencer Maxcy, Lou Miron, Betty Steffy and others. Since the Consortium claims that one of the goals of the Standards was to stimulate professional dialogue, we look forward to the creation of future forums and opportunities for this dialogue to grow and prosper.

#### References

Anderson, G.L. (2001). Disciplining leaders. A critical discourse analysis of the ISLLC national examination and performance standards in educational administration. International Journal of Leadership in Education (4), 3, 199-216.

Bogotch, I.E. (in press). "Enmeshed in the work": The educative power of developing standards. Journal of School Leadership.

Creighton, T. (in press.) Standards for education administration preparation programs: OK, but don't we have the cart before the horse? Journal of School Leadership.

Dantley, M. (2000). Deconstructing the ISLLC Standards through Cornel West's interpretation of prophetic spirituality and an African American spiritual frame. Paper presented at the Annual Meeting of the University Council on Educational Administration, Albuquerque, NM.

Dantley, M. (2000). Deconstructing the ISLLC Standards through Cornel West's interpretation of prophetic spirituality and an African American spiritual frame. Paper presented at the Annual Meeting of the University Council on Educational Administration, Albuquerque, NM.

English, F. (2000). Psst! What does one call a set of non-empirical beliefs required to be accepted on faith and enforced by authority? [Answer: a religion, aka the ISLLC standards]. International Journal of Educational Leadership, 3(2), 159-167.

Furman, G (in press). The ISLLC Rendition of Community: Contradiction and Control? Journal of School Leadership.

Gronn, P. (in press). Designer leadership: The emerging global adoption of preparation standards. Journal of School Leadership.

Keeler, C. (in press). Exploring the validity of standards for school administrator programs. Journal of School Leadership.

Marshall, C., & McCarthy, M. (in press). School leadership reforms: Filtering social justice through dominant discourses. Journal of School Leadership.

Standards for School Leaders (1997). Interstate School Leaders Licensure Consortium; Council of Chief State School Officers. [www.ccsso.org](http://www.ccsso.org)

### **AERA Division A Program Highlights**

This year you may access details on each of the Division A sessions directly on the AERA web site. Please note that there also is a Session Planner function.

**To obtain complete information on each of the sessions below, access the AERA Program Online as follows:**

Click on <http://www.aera.net>. Look for the Annual Meeting information on the home page and click on "Program Online" in red. Locate the search by "Sponsor" box, and click on "Division A: Administration." This will take you to the entire Division A program, where you can access any information you need.

Alternatively, you may access the On-line Program directly at <http://tigersystem.net/aera2002/searchsessions.asp> and follow directions above.

Below you will find session numbers and titles of all Division A sponsored sessions.

Session # 26.14:

**Division A Invited Address: Karen Seashore, Division Vice-President**

Sponsors: Division A

Wednesday, 10:35:00 AM--12:05:00 PM

Marriott, Mardi Gras D, 3rd floor

Invited Address: "Democratic Schools: From Theory to Practice."

Session # 34.02

**Division A Business Meeting**

Sponsors: Division A

Wednesday, 6:15:00 PM--7:45:00 PM

Marriott, Studio 6, 2nd floor

CHAIR: Karen Seashore, University of Minnesota ([kseashore@umn.edu](mailto:kseashore@umn.edu))

Session # 35.01

**Division A/Division L/Corwin Press/UCEA Reception**

Sponsors: Division A

Wednesday, 7:45:00 PM--9:45:00 PM

Marriott, La Galerie 4, 2nd floor

Reception

**TITLES OF ALL SESSIONS SPONSORED BY DIVISION A**

- 1) "When Someone Else is Telling Your Stories\*:" Deconstructing Women's Literacies
- 2) Administering social justice? Control, power, leadership, and policy.
- 3) Administration, leadership, power, and control
- 4) Beyond the Provider Perspective: Exploring Participants' Views of the Impact on the Practice of Professional Development Programs
- 5) Career and Personal Issues of Induction and Socialization

- 6) Conceptions of Leadership
- 7) Conceptualizing the Connections Between Leadership & Learning
- 8) Continuity and change in leadership identity: Inside the lives and work of school principals in four countries
- 9) Critical Issues in the Recruitment and Retention of School Principals
- 10) De-Pathologizing the Lived Experiences of Children
- 11) District Leadership and Policy Analysis
- 12) District Research: Lessons Learned
- 13) Division A New Member Committee
- 14) Emerging policy issues in leadership
- 15) Examining leadership from multiple perspectives
- 16) Hidden from view: Lesbian, gay, bisexual and transgendered educational leaders
- 17) High School Reforms
- 18) International Committee of Division A
- 19) Karl Weick's work on Sensemaking and School Organizations
- 20) Leaders Telling the Truth: The Path of the Visionary
- 21) Leadership and School Culture
- 22) Leadership and school reform
- 23) Leadership in diverse settings
- 24) Leadership Poster Fair
- 25) Leadership Studies
- 26) Leadership Studies and Reform
- 27) Leadership that makes a difference

- 28) Leading Inquiry-based School Reform from Outside the System: Lessons from the Bay Area School Reform Collaborative
- 29) Managed Performances: Leadership, Pedagogy and the Staging of the Educational Spectacle
- 30) Meeting the Challenges of Leadership Development
- 31) Narratives of Identity and Educational Leadership: A Readers Theatre Presentation and Conversation About the Possible Interactions Among Ethnicity, Leadership, and Student Achievement
- 32) New Models of Professional Development for Learner-Centered Leadership
- 33) Organizational Change and Reform
- 34) Poster Fair
- 35) Predictive Measures and School Effectiveness
- 36) Preparing School Leaders for the 21st Century: An International Comparison of needs, Development Programmes and Difficulties
- 37) Professional Growth: Leading, Learning and Service
- 38) Promoting Urban School Development: Five-Year Findings from the Chicago Annenberg Research Project
- 39) Re-examining Feminist Research in Educational Leadership: A Conversation
- 40) Refocusing Educational Leadership: Four Research Studies on Leadership for Equitable Schooling
- 41) Rethinking the Foundations of Educational Leadership: Core Chapters from the 2002 NSSE Yearbook on Leadership
- 42) Scholarly Approaches to Leadership
- 43) School Improvement: New Perspectives on Change
- 44) School leader behaviors
- 45) School Leadership, Professional Development, and Organizational Learning: Making the Connections
- 46) School Reforms Across Contexts

- 47) School Reforms: New Keys to Leadership, Part I
- 48) School Reforms: New Keys to Leadership, Part II
- 49) Teacher Leadership and Learning, Part I
- 50) Teacher Leadership and Learning, Part II
- 51) Teachers and Leadership
- 52) Testing 8
- 53) The Importance of the School Site in Retaining New Teachers
- 54) The National Commission for the Advancement of Educational Leadership Preparation: An Interactive Symposium
- 55) The role of standards in administration preparation
- 56) The School Districts Role in Facilitating School Reform: An International Perspective
- 57) Understanding the Challenges of District and School Leadership at the Dawn of a New Century: Chapters from the NSSE Yearbook on Leadership.
- 58) What's behind Principals' Practices?

### **Call for Papers: The Kenneth E. Clark Research Award**

The Center for Creative Leadership is sponsoring the **Kenneth E. Clark Research Award** to recognize outstanding unpublished papers by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center. The winner of this award will receive a prize of \$1,500 and a trip to the Center to present the paper in a colloquium.

Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to research are welcomed. The paper should focus on some aspect of leadership or leadership development.

Submissions will be judged by the following criteria:

- (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership;
- (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature;
- (3) The extent to which the paper makes a conceptual or empirical contribution;
- (4) The implications of the research for application to leadership identification and development.

Papers must be authored and submitted only by graduate or undergraduate students. Center staff and submissions to other Center awards are ineligible. Entrants must provide a letter from a faculty member certifying that the paper was written by a student. Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses, and telephone numbers.

Papers will be reviewed anonymously by a panel of researchers associated with the Center. Papers are limited to 25 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers

above this limit will not be eligible for the Award and will be returned to authors unreviewed. Papers should be prepared according to current edition of the Publication Manual of the American Psychological Association.

In the absence of papers deemed deserving of the award, the award may be withheld. **Entries (accompanied by faculty letters) must be received by September 6, 2002.** The winning paper will be announced by November 8, 2002. Entries should be submitted to:

Cynthia McCauley, Ph.D.  
Vice President, Leadership Development  
Center for Creative Leadership  
One Leadership Place  
P.O. Box 26300  
Greensboro, N.C. 27438-6300

### CONTACTING YOUR COMMITTEE CHAIRS

The work of the Division continues and we need your help. If you would like to serve on any of the Division's committees, you may contact their chairs using the following e-mail addresses.

Affirmative Action	Rod Ogawa Pedro Reyes	<rodney.ogawa@ucr.edu> <preyes@mail.utexas.edu>
Awards	Bob Johnson	<bjohnson@gse.utah.edu>
Conference Program	Paul Bredeson Cryss Brunner	<bredeson@education.wisc.edu> <brunner@education.wisc.edu>
Graduate Student	Susan Bernstein Eric Moore	<docbern2@aol.com> <moor0210@umn.edu>
Membership	Bobbie Derlin Alan Shoho	<rderlin@nmsu.edu> <ashoho@lonestar.utsa.edu>
Nominating	Wayne Hoy	<waynehoy@aol.com>

	John Tartar	<tartarc@stjohns.edu>
International	Jeroen Imants Hanne Mawhinney	<j.imants@ils.kun.nl> <hmawhinn@wam.umd.edu>
Task Force Implementation	Bill Firestone Carolyn Riehl	<wilfires@rci.rutgers.edu> <cjriehl@uncg.edu>

**Directions for Subscribing to the  
AERA/Division A Listserv(s)**

AERA sponsors a variety of Internet Forums for communication, information, and discussion of educational research. You may subscribe to any list by following this procedure:

1. Address an e-mail letter to [LISTSERV@asu.edu](mailto:LISTSERV@asu.edu).
2. Make the single line contents of that letter read as follows: `SUB<listname><your name>`

For example, if the Division A Secretary wished to subscribe to the AERA/Division A list that carries announcements of conferences, publications, committee information, and more he would address his e-mail letter to [LISTSERV@asu.edu](mailto:LISTSERV@asu.edu) and make it read `SUB AERA-A James Cibulka`. You must use two names—your first and last.

In just the same way, you can remove your name from a list by sending the following e-mail message to [LISTSERV@asu.edu](mailto:LISTSERV@asu.edu), `UNSUB<listname>`. For example, if Cibulka wished to remove his name from the AERA-A list, he would send the following e-mail message: `UNSUB AERA-A`. In adding and removing his name, the server will use Cibulka's return address for its action.

Here are some of the AERA lists to which you can subscribe:

- = AERA American Educational Research Association List (notices of general interest, e.g., conferences, publications, job postings, etc.).
- = AERA-A AERA Division A: Educational Administration Forum.
- = AERA-L AERA Division L: Politics and Policy in Education Forum.
- = ERL-L The Education Research List (general education research discussion).